



Stilgebauer Award 2010 – Application Form

Please provide the information below. This application form needs to accompany the Project Summary for the project to be considered for a Stilgebauer award. Individuals or teams may complete the required information for their own project(s) or for another teacher or group's project

Project Name: <u>One person's Contribution: My Space Social Networking</u>	
School Regional Area	<input type="checkbox"/> North Cook <input type="checkbox"/> South Cook <input checked="" type="checkbox"/> West 40
District Name	<u>School District #102</u>
District No.	<u>102</u>
Name(s)-Teams with up to 5 members will be accepted! Include all names.	Email Address(s)
* <u>SUDNEY SCHLESY</u>	* <u>schlesy@dist102.k12.il.us</u>
* <u>DAVE JANASDA</u>	* <u>janasda@dist102.k12.il.us</u>
*	*
*	*
*	*
School Name	<u>Park Junior High School</u>
School Street Address	<u>325 N. Park Rd</u>
School City, State, Zip	<u>LaGrange, IL 60526</u>
School Phone Number	<u>708-482-2500</u>
If you are providing information to nominate another teacher or group, please provide your information below (if different from those named above).	
Nominator's Name	<u>MATT HALL</u>
Nominator's Phone #	<u>708-482-2500</u>
Best Contact Time	<u>Morning</u>
Nominator's Email	<u>schlesy@dist102.k12.il.us</u>

Please attach the Project Summary to this form and send to Learning Technology Center
One Central at 2701 W. Washington Blvd., 2nd Floor, Bellwood, IL 60104

Stilgebauer Technology Award Summary Submitted by Sydney Schuler

1. Project Title: One Person's Contribution: MY FACE Social Networking
2. Project Abstract: Learners work in cooperative groups to demonstrate knowledge of scientists. Students conduct research on a scientist that has a connection to them (race, gender, or ethnicity). Using iWork and in first person, students pretend to be their scientist and make a My Face social networking web page and blog to be shared only in school.
3. Grade Level: 7
4. Subject Area: Science, English Language Arts, Social Studies, Technology, Fine Arts, and Social Emotional Learning
5. Technological Resources: IBook laptops to be used for research and web page design, jump drives
6. Other Materials: Reference materials including on-line encyclopedias and net trekker.
7. Illinois Learning Standards: **English Language Arts**: 3.C.3b Use technology to produce compositions and multimedia works for specified audiences. 4.B.3a Deliver planned oral presentations. 4B.3b Design and produce reports and multi-media compositions that represent group projects. 5.C.3a Synthesize new meaning gleaned from multiple sources. 5.C.3c. Take notes, organize and report information in oral, visual and electronic form. **Fine Arts**: 25.A.3e Visual Arts Analyze how the elements can be organized to convey meaning through a variety of media and technology 26.B.3d Visual Arts Demonstrate knowledge and skills to create time arts that are realistic and functional. **Science**: 13.B.3b Identify important contributions to science and technology that have been made by individuals and groups from various cultures. 13.B.3c Describe how occupations use scientific and technological knowledge and skills. **Social Studies** 14.F.4a Determine the historical events and processes that brought about changes in United States political ideas and traditions. **Social Emotional Learning**: 1B.3a Analyze how personal qualities influence choices and successes. 1.C.3a Set a short-term goal and make a plan for achieving it. 1C.3b Analyze why one achieved or did not achieve a goal 2A, 3a Predict others' feelings and perspectives in a variety of situations 2A.3b Analyze how one's behavior may affect others. 2C.3a Analyze ways to establish positive relationships with others. 2C. 3b Demonstrate cooperation and teamwork to promote group effectiveness. 2D.3a Evaluate strategies for preventing and resolving interpersonal problems. National Educational Technology Standards for Students: Creativity and Innovation, Communication and Collaboration, Research and Information Fluency, Critical Thinking, Problem Solving, and Decision Making, Digital Citizenship, Technology Operations and Concepts
8. Process: This is a two-week unit. In science the teacher explains the project big ideas. The Language Arts standards are then covered in the LA class as the teacher introduces research skills. Levels of questioning are discussed and students generate knowledge, comprehension, analysis, analysis and synthesis questions. Students use the following big ideas as springboards for their research.
 1. Science has played a major role in changes of society by contributing to changes in the political ideas and solutions to problems.
 2. Scientists of every race, gender, and nationality have had an impact on science knowledge.
 3. Many scientists have lived through historical events and created processes that have helped change political ideas and traditions.Research questions have included:

How did the scientist have an effect on mankind and society?

What years were the scientist live and what historical events were occurring during his/her lifetime?

Explain what you think is the scientists most important discovery and explain why you think so.

In Language Arts classes students use their questions to make note cards and a bibliography of sources. The students bring their note cards to science. In science class students use iWork and Dreamweaver to make a social network page called MY FACE. Students are paired according to the years the scientists worked and form a MY FACE page that mixes two scientists information. MY FACE page requirements include information about how the scientist impacted society and mankind, and any interesting information about practicing science at that time in history. Extras on the MY FACE page include the scientist's biographical information, a "Friends" list, zodiac signs, and pictures. Students use a template or design an original social network page. Students also compose a Blog. They blog to each other as if the two scientists are having a conversation about their work.

9. Integration The integration of technology makes this project possible. The computer is used to research the history and background of a scientist. The technology is also a means of communicating acquired knowledge in a presentation of the MY FACE page. Learning is impacted as students describe how their scientist changed society and how the changes have improved life (as in vaccines) or created disagreements (as in the atom bomb and the Big Bang Theory). The learning is powerful because students use the found information and "become" the scientist. High-level thinking occurs as the students write a social net working page in first person. Scientific knowledge provokes my students to evaluate their feelings about the scientists and relate how they think their scientists feels on their MY FACE. The students use creative flair to add comedy to the blogs. It is the popularity of the net working page that adds excitement and fun to the project.

10. Reflection: The learning impact of this activity is multi-faceted. Students use the library, take notes, and make a bibliography. It is a powerful lesson for children to know that they are not excluded from practicing science because of their race, gender, or nationality. Students "discover" stories about the hardships scientists encountered because of historical events and some discuss how the scientists persevered. Our discussions include a social emotional component when we discuss how a scientist must have felt in a situation.

Science is the impetus of learning how to develop research questions, how to use a library and how to make a bibliography. In the social networking phase, the students learn to work with others to write a fun page, describing the life of scientists. The presentations include visuals used to help promote the understanding of important scientists. The use of the social networking site offers freedom of expression. This activity has affected how I teach because I have changed my product. In the past the students designed an encyclopedia page. I experience the engagement of my students as they become personally involved with science through technology. The student-driven learning is important as my 7th graders use a popular form of expression to analyze important contributors to science. The quality of product in terms of thinking in the first person has been the biggest change. I am thrilled by the thinking of my students in this project.